



# Vision Screening (12+ months)

## *Cerebral Visual Impairment (CVI) / Vision Processing Difficulties*

**Cerebral Visual Impairment (CVI)** is a brain-based visual processing condition. The brain struggles to interpret and recognise what the eyes are looking at. In many cases, the eyes themselves are healthy.

Children with neurological or neurodevelopmental conditions are at higher risk of experiencing vision processing difficulties. This may include children with:

- **Cerebral Palsy**
- Genetic conditions such as **Down syndrome**, **Fragile X syndrome**, or other chromosomal differences
- **Epilepsy**
- A history of prematurity and brain-based differences or injuries such as **periventricular leukomalacia (PVL)**, **hydrocephalus**, or **microcephaly**
- **Autism**
- Learning differences such as **ADHD** or **dyslexia**

Not every child with these diagnoses will have CVI. However, when vision processing difficulties are present, they can significantly impact learning, mobility, behaviour, and daily functioning.

This questionnaire is **not intended to diagnose CVI**, but rather to highlight possible vision-related difficulties your child may be experiencing.

Please use the questions as a reflective tool to observe how your child's vision affects their behaviour.

If you have selected **“Yes”** or **“At times”** for more than 2 areas of vision processing, it may be worth considering getting a functional vision assessment.

**A functional vision assessment can identify specific areas where your child's vision is impacting daily activities and guide strategies or interventions to support their visual function.**

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<b>Visual Attention</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child need <b>extra time</b> to visually acknowledge an object presented to them?				
Does your child seem to <b>“look past”</b> you?				
Does your child avoid <b>directly</b> looking at things or people? <i>(They turn their head and look out of the corner of their eyes.)</i>				
Does your child have difficulty keeping their eyes <b>focused</b> on a person or object?				
Does your child stop looking when there are clutter or many things around?				
Does movement or noise in the background make it harder for your child to look at something?				

<b>Visual Recognition</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child struggle to recognize familiar items when they appear in new colours or settings?				
Does your child need extra time to figure out what something is, even if it’s familiar?				
Does your child rely on familiar locations to recognize objects more easily?				





<b>Access to Visual Forms &amp; Use of Colour</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child respond better to real, 3D objects than to pictures or drawings?				
Does your child struggle to match a real object to its photo?  <i>(E.g. matching a real spoon to the photo of a spoon)</i>				
Does your child rely on colour to recognize or find things (e.g., always picking the red cup)?				
Does your child find it easier to notice objects that are bright and single coloured?				

<b>Impact of Light</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Is your child especially drawn to lights or glowing screens?				
Does your child turn away from light or squint even indoors?				
Does your child have difficulty adjusting between light and dark environments?				

<b>Impact of Motion</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does gentle movement help your child notice objects more easily?				
Does your child get overwhelmed or distracted by fast movement around them?				

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Does your child struggle to follow moving objects?				
Does your child insist on being picked up and carried or sit in trolley/pram in busier places – shops, crowded playgrounds?				

<b>Visual Clutter</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child have trouble finding things in a crowded, cluttered space?  (E.g. removing every toy from toy box until they find what they want instead of looking, scanning and picking out the toy?)				
Does your child do better when items are spaced out or placed on plain backgrounds?				
Does your child bring toys/books/objects close to their face when looking at them?				

<b>Visual Field Awareness</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child notice objects more easily when placed on a certain side (e.g., only to the right or below)?				
Does your child often bump into things or miss objects unless they're pointed out?				
Does your child clumsy when there are objects on the ground or on uneven ground?				





<b>Face Recognition &amp; Social Cues</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child avoid looking at people's faces?				
Does your child struggle to recognise familiar people in unfamiliar places?				
Does your child recognize people more by voice or other clues than by face?  <i>(If a family member approached the child silently, would the child be confused and only show recognition once the person speaks? OR If a familiar member changes how they look – new haircut/hair colour – does the child take time to show recognition?)</i>				
Does your child struggle to understand facial expressions or gestures?				

<b>Visual Guidance of Movement</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child have trouble reaching accurately for or placing objects using vision alone?				
Does your child trip or stumble, especially on uneven or cluttered ground?				
Does your child walk <b>up the stairs</b> independently but need extra support going <b>down the stairs</b> ?				
Does your child look away when reaching for things?				





<b>Sensory Influence</b>	<b>Yes</b>	<b>No</b>	<b>At times</b>	<b>Not Applicable</b>
Does your child have more difficulty using their vision when tired, stressed, or in noisy/busy environments?				
Is your child scared/restless in unfamiliar environments (shops, streets...)?				
Does your child struggle to find you if you stepped further away from them?				
Does your child insist on being carried in busy places?				
Does your child find it hard to look and listen at the same time (e.g., can't make eye contact while listening, or looks away when you speak)?				
When someone is talking, does your child pause their visual activity (like looking at a toy or picture) until the talking stops?				
Does your child prefer to listen first, then look?				

